Third Grade Writing
Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**3.W.1.1 Students are able to use strategies to write narrative and descriptive pieces.** *To meet this standard students may:* • use the writing process to produce narrative and descriptive pieces with a focused topic and appropriate detail (**for example**: friendly letters, thank you notes, invitations, poetry, simple directions, response journals, short and/or personal stories); • use strategies to organize ideas in prewriting and drafting (**for example:** brainstorming, webbing, listing; clear beginning, middle, and end); • use the writing process to respond to a writing prompt within limited time constraints.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**3.W.2.1 Students are able to revise writing to improve clarity of description and action.** *To meet this standard students may:* • use descriptive words to elaborate detail; • replace weak action verbs with verbs more specific to the purpose; • improve sequencing and organization; • conference with others; • use technology tools; • examine literary works that model effective writing.

Third Grade Writing
Grade Standards, Supporting Skills, and Examples

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**3.W.3.1 Students are able to apply grade appropriate mechanical, grammatical, usage, and spelling conventions during drafting and editing.** *To meet this standard students may:* • use punctuation and capitalization to clarify meaning (**for example:** end marks, commas, apostrophes in singular possessives and contractions, quotation marks in simple dialogue, compound proper nouns, proper adjectives, simple titles); • use complete declarative and interrogative sentences, parts of speech, and simple principles of subject/verb agreement in writing (**for example:** singular and regular plural nouns, action verbs, correct verb tense); • use spelling strategies in drafting and editing (**for example:** knowledge of words and word parts such as prefixes, suffixes, root words, compound words); • use resources (**for example:** dictionary, spell check, word walls and lists, personal dictionaries, peers); • edit final copies for mechanics, spelling, and appearance (**for example:** legible handwriting and/or keyboarding).

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**3.W.4.1 Students are able to gather and organize information, and write about simple content area topics.** *To meet this standard students may:* • use information gathered from interviews, reference books, magazines, and textbooks; • use organizational strategies in planning (**for example:** webbing, listing); • use a main idea and supporting details to explain what is known about a selected topic (**for example:** explain mathematical and science processes and thinking).

Third Grade Writing
Performance Descriptors

Advanced	**Third grade students performing at the advanced level:** • use multiple strategies to gather, organize, and write with focus and organization in different formats; • generate and revise different forms of writing; • demonstrate consistent control of conventions.
Proficient	**Third grade students performing at the proficient level:** • use appropriate strategies to gather, organize, and write a narrative or descriptive piece; • revise writing to improve clarity of description and action; • use grade appropriate conventions during drafting and editing.
Basic	**Third grade students performing at the basic level:** • use limited strategies to gather, organize, and write a narrative and/or descriptive piece of writing; • generate different forms of writing, with support; • begin to show control of conventions.

Third Grade Writing
ELL Performance Descriptors

Proficient	**Third grade ELL students performing at the proficient level:** • use strategies to write narrative and descriptive pieces; • write for a variety of purposes; • revise writing to improve effectiveness; • use technology tools for spell check or grammar; • edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation.
Intermediate	**Third grade ELL students performing at the intermediate level:** • gather, organize, and write about simple content area topics; • use information gathered from reference books, magazines, or textbooks; • synthesize information from multiple resources to write complete sentences about a selected topic; • establish and use criteria for self and group evaluation of written products.
Basic	**Third grade ELL students performing at the basic level:** • write to synthesize information from multiple sources; • predict what happens next in a sequence and then write about it; • take simple notes from a video or presentation; • use speaking, listening, reading, and viewing to assist with writing.
Emergent	**Third grade ELL students performing at the emergent level:** • trace symbols, letters and words; • copy symbols, letters, and words from prompts; • use listening and viewing to assist with writing; • understand and write upper and lower case letters as appropriate; • label pictures.
Pre-emergent	**Third grade ELL students performing at the pre-emergent level:** • do not understand or produce enough written language to perform in English.

Fourth Grade Writing
Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**4.W.1.1 Students are able to use strategies to write narrative and descriptive pieces with focus and organization.** *To meet this standard students may:* • use the writing process to produce narrative, and descriptive, pieces with a focus topic and supporting details; • use strategies to organize ideas in prewriting and drafting (**for example**: brainstorming, graphic organizers such as webbing, listing, simple outlining, sketching); • use the process strategies to respond to a writing prompt within limited time constraints.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**4.W.2.1 Students are able to revise writing to improve clarity of meaning and accuracy of content.** *To meet this standard students may:* • use descriptive word choices to elaborate detail; • replace weak action verbs with ones more specific to the purpose; • use revision strategies to improve sequencing and organization; • conference with others; • use technology tools (**for example:** language, grammar, and spelling checks); • examine literary works that model effective writing (**for example:** authors' use of descriptive words to describe people, places, and events); • improve fluency by varying sentence length and sentence openers.

Fourth Grade Writing
Grade Standards, Supporting Skills, and Examples

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**4.W.3.1 Students are able to apply grade appropriate mechanical, grammatical, usage, and spelling conventions during drafting and editing.** *To meet this standard students may:* • use punctuation and capitalization to clarify meaning (**for example:** commas in a series, dates, addresses; beginning and ending quotation marks; abbreviations, initials, acronyms); • write the four forms of sentences in simple and compound structures; • use parts of speech correctly and apply principles of agreement (**for example:** irregular plurals of nouns, correct verb tense, state of being verbs, subject pronouns); • use spelling strategies in drafting and editing; • edit final copies for mechanics, spelling, and appearance (**for example:** legible handwriting and/or keyboarding, indenting and spacing of paragraphs).

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**4.W.4.1 Students are able to gather, organize, and explain (using main idea and supporting details) in writing what is known about selected content area topics.** *To meet this standard students may:* • use information gathered from the internet, interviews, reference books, magazines, newspapers, and textbooks; • use organizational strategies in planning (**for example:** webbing, Inspiration software, listing, simple outlining); • use a main idea and supporting details to explain what is known about a selected topic (**for example:** mathematical and science processes and thinking).

Fourth Grade Writing
Performance Descriptors

Advanced	**Fourth grade students performing at the advanced level:** • apply style, format, focus, and organization appropriate to a specific purpose and audience; • improve effectiveness and accuracy with elaboration in the revision process; • exhibit advanced control of fundamental language conventions; • elaborate understanding of content area topics through writing.
Proficient	**Fourth grade students performing at the proficient level:** • use appropriate focus and organization when writing narrative and descriptive pieces; • revise writing to improve clarity of meaning and enhance the accuracy of the content; • apply conventions including a variety of punctuation and the different sentence forms during drafting and editing; • explain understanding of content area topics through writing.
Basic	**Fourth grade students performing at the basic level:** • begin to use appropriate style, format, focus and organization when writing for a specific purpose and audience; • show improvement in effectiveness and accuracy through the revision process; • begin to show control in using fundamental conventions of language; • begin to show some understanding of content area topics.

Fourth Grade Writing
ELL Performance Descriptors

Proficient	**Fourth grade ELL students performing at the proficient level:** • use strategies to write narrative, descriptive, and informative pieces with clear focus and organization for different purposes and in different formats; • share, revise, and edit a writing piece; • apply grade appropriate mechanical, grammatical, usage, and spelling conventions during drafting and editing.
Intermediate	**Fourth grade ELL students performing at the intermediate level:** • use various strategies and techniques to improve writing quality; • revise writing to improve effectiveness and accuracy of content; • expand sentences by using adjectives; • write a journal entry about a short story or from a personal experience; • write a letter or e-mail message to an adult or a peer using appropriate language forms.
Basic	**Fourth grade ELL students performing at the basic level:** • gather, organize, and explain in writing what is known about selected content area topics using information gathered from various sources; • write from a graphic organizer to compare the elements of literary genres; • keep a homework assignment pad.
Emergent	**Fourth grade ELL students performing at the emergent level:** • trace symbols, letters and words; • copy symbols, letters, and words from prompts; • imitate writing from others in different situations and settings; • use listening and viewing to assist with writing; • understand and write upper and lower case letters as appropriate; • label pictures.
Pre-emergent	**Fourth grade ELL students performing at the pre-emergent level:** • do not understand or produce enough written language to perform in English.

Fifth Grade Writing
Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to use appropriate content, organization, form, and style in technical, business, creative, and personal writing.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**5.W.1.1 Students are able to use the writing process to produce narrative and descriptive pieces with clear organization, focused topic and supporting detail.** *To meet this standard students may:* • develop stories and personal narratives using dialogue and quality details; • write to describe settings, characters, historical events, and personal response to literature; • use appropriate voice to share information with a specific audience; • use strategies to organize ideas in prewriting and drafting (**for example:** brainstorming, graphic organizers, simple outlining, sketching, questioning techniques); • present ideas and events in sequence and use a concluding or summarizing paragraph; • use process strategies to respond to a writing prompt within limited time constraints.

Indicator 2: Students are able to use various strategies and techniques to improve writing quality.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	**5.W.2.1 Students are able to evaluate and revise writing to improve organization of ideas, and the accuracy and effectiveness of content.** *To meet this standard students may:* • select words that are expressive, content appropriate, and precise to provide clarity and focus; • use revision strategies to improve sequencing and organization; • conference with others to obtain feedback regarding clarity; • use technology tools (**for example:** e-mail, spell check, grammar check); • examine literary works that model effective writing; • analyze the style and techniques of published authors for word choice, sentence fluency, and voice; • improve fluency by adding, deleting, combining, and rearranging sentences.

Fifth Grade Writing
Grade Standards, Supporting Skills, and Examples

Indicator 3: Students are able to use appropriate mechanics, usage, and conventions of language.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**5.W.3.1 Students are able to apply grade appropriate mechanics, grammar, usage, and spelling conventions during drafting and editing.** *To meet this standard students may:* • use punctuation and capitalization to clarify meaning (**for example:** commas with appositives, interjections, beginning phrases; quotation marks in dialogue and titles of short works; apostrophes in plural possessives); • begin to use a style handbook to verify correct conventions; • use conjunctions to join compound sentences; • use parts of speech correctly (**for example:** adjectives, object pronouns, coordinating conjunctions, state of being/linking verbs); • apply principles of agreement; • edit final copies for mechanics, spelling, and appearance (**for example:** legible handwriting and/or keyboarding); • use technology and other resources for editing (**for example:** word searches, thesaurus, outlining packages, spell/grammar check).

Indicator 4: Students are able to write across content areas to clarify and enhance understanding of information.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**5.W.4.1 Students are able to use different sources, gather and organize information, and summarize in writing what is known about selected content area topics.** *To meet this standard students may:* • use information gathered from the internet, interviews, reference books, magazines, newspapers, and textbooks; • use organizational strategies in planning (**for example:** webbing, Inspiration software, listing, outlining); • summarize information gathered from different sources by writing it into an organized and coherent product.

Fifth Grade Writing
Performance Descriptors

Advanced	**Fifth grade students performing at the advanced level:** • use conventions of language to enhance the message in their writing; • use descriptive vocabulary; • exhibit a unity of form and content in the elaboration of their writing; • select and use appropriate styles, organization, and format according to purpose and intended audience when writing a variety of literary forms; • use examples from a wide variety of sources to clarify and extend the meaning of their writing.
Proficient	**Fifth grade students performing at the proficient level:** • write with clear organization and appropriate format; • revise writing to improve organization of ideas and accuracy of content; • use fundamental conventions of language, paragraph form, and descriptive vocabulary; • use examples from various sources to interpret and explain content information.
Basic	**Fifth grade students performing at the basic level:** • demonstrate sufficient command of spelling, grammar, punctuation, and capitalization to communicate to the reader; • write using some supporting details and organization appropriate to the task; • use examples from limited sources to relate information.

Fifth Grade Writing
ELL Performance Descriptors

Proficient	**Fifth grade ELL students performing at the proficient level:** • use strategies to produce writing with clear focus and organization for different purposes and in different formats; • improve fluency by adding, deleting, combining, and rearranging sentences; • apply grade appropriate mechanics, grammar, usage, and spelling conventions during drafting and editing.
Intermediate	**Fifth grade ELL students performing at the intermediate level:** • present ideas and events in sequence, connect with transitions, and use a concluding or summarizing paragraph; • use conjunctions to join compound sentences and use parts of speech correctly; • use information gathered from the internet, textbook, or reference book to organize and synthesize in writing what is known about selected area topics.
Basic	**Fifth grade ELL students performing at the basic level:** • evaluate and revise writing to improve effectiveness and accuracy of content; • use revision strategies to improve sequencing and organization; • write collaboratively and independently; • research and connect information on an academic topic from multiple sources.
Emergent	**Fifth grade ELL students performing at the emergent level:** • trace symbols, letters and words; • copy symbols, letters, words and simple sentences from prompts; • imitate writing from others in different situations and settings; • use listening and viewing to assist with writing; • understand and write upper and lower case letters as appropriate; • label pictures.
Pre-emergent	**Fifth grade ELL students performing at the pre-emergent level:** • do not understand or produce enough written language to perform in English.